




The Development of Anchor-Based Podcasts to Improve Pronunciation Skills of Grade XI Students at SMA Negeri 3 Kutacane in English Learning

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ABSTRACT

This study aims to develop an Anchor-based podcast as an innovative learning medium to enhance the pronunciation skills of high school students in English. The research method employed is Research and Development (R&D), referring to the Borg & Gall (1983) model, which has been modified into seven stages: needs analysis, planning, product development, expert validation, limited trials, product revision, and large-scale trials. The study subjects consisted of 12 students for limited trials and 31 students for large-scale trials at SMA Negeri 3 Kutacane. Data were collected through observations, questionnaires, pronunciation tests (pretest-posttest), and expert validation. The results indicate that the Anchor-based podcast effectively improves students' pronunciation skills, with an average score increase from 62.5 (pretest) to 78.9 (posttest) in the limited trial and from 61.7 (pretest) to 80.4 (posttest) in the large-scale trial. Statistical analysis using a paired sample t-test ($\alpha = 0.05$) confirmed this improvement as significant, with Cohen's *d* effect sizes of 1.2 (limited trial) and 1.4 (large-scale trial), categorized as a large effect. Students and teachers responded positively to the podcast, with 75% of students finding it helpful and 90% of teachers agreeing on its effectiveness as a learning medium. However, some limitations, such as dependence on internet connectivity and overly long episode durations, need to be addressed. This study concludes that the Anchor-based podcast is a viable, cost-effective, and accessible pronunciation learning medium, contributing to the development of innovative English learning methods in the digital era.

Keywords: *Anchor-Based Podcasts, Pronunciation Skills, Development of Anchor-Based Podcasts*

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INTRODUCTION

The mastery of English as an international language has become a crucial necessity in the era of globalization, particularly in education. One key aspect of English learning is pronunciation, which often poses challenges for foreign language learners, including in Indonesia (Gilakjani, 2016). Proper pronunciation not only influences oral communication skills but also enhances students' confidence in using English (Derwing & Munro, 2015). However, many high school students in Indonesia still struggle with pronunciation due to a lack of exposure to an English-speaking environment and limited interactive learning media (Suryani, 2020).

The advancement of digital technology has opened new opportunities in education, including English learning. One innovative approach is podcasting, which has been proven effective as a learning medium due to its flexibility, accessibility, and engaging nature (Abdous, Camarena, & Facer, 2009). Podcasts allow students to repeatedly listen to correct pronunciation examples, helping them internalize proper pronunciation patterns (Rosell-Aguilar, 2007). Additionally, platforms like Anchor enable teachers and students to create and share podcast content for free, making it a practical and cost-effective solution for English learning.

The use of Anchor-based podcasts in pronunciation learning aligns with the technology-enhanced learning approach, which emphasizes the utilization of digital tools to enhance student engagement and learning outcomes (Stockwell, 2013). Previous research has shown that podcasts can increase student motivation and provide a more authentic and contextual learning experience (Kavaliauskienė, 2008). By leveraging interactive features on Anchor, such as voice recording, easy editing, and wide distribution, teachers can create engaging and relevant learning materials tailored to students' needs.

Based on this background, this study aims to develop an Anchor-based podcast as an innovative learning medium to improve high school students' pronunciation skills in English. Through this research, effective solutions are expected to be found to address pronunciation learning challenges while harnessing the potential of digital technology in education. The findings of this study are anticipated to contribute to the development of more creative and adaptive English learning methods in the digital era.

The Anchor platform, as a podcast creation tool, offers ease in producing and distributing audio content. Anchor allows users to record, edit, and share podcasts for free, making it suitable for educational contexts (Anchor, 2023). Research by Stockwell (2013) indicates that technology use in language learning, such as podcasts, can enhance student engagement and provide a more authentic learning experience. By utilizing interactive features in Anchor, teachers can create engaging and relevant learning materials for students.

Podcasts have been proven effective in improving listening and pronunciation skills due to their flexible and accessible nature (Abdous et al., 2009). According to Rosell-Aguilar (2007), podcasts enable students to repeatedly listen to correct pronunciation examples, helping them internalize accurate pronunciation patterns. Moreover, podcasts can present engaging and contextual content, increasing students' learning motivation (Kavaliauskienė, 2008).

Previous studies have demonstrated the effectiveness of podcasts in English learning. For example, research by Gilakjani (2016) found that audio-based media, such as podcasts, significantly enhance students' pronunciation skills. Additionally, a study by Suryani (2020) in Indonesia showed that students who regularly engage with English audio content experience improvements in pronunciation and listening comprehension. These findings support the potential of using Anchor-based podcasts as an innovative solution to enhance high school students' pronunciation skills.

This literature review demonstrates that Anchor-based podcasts have great potential to be used as a learning medium for English pronunciation. The combination of podcast flexibility and the ease of use of the Anchor platform can serve as an effective solution to overcome pronunciation learning challenges in Indonesia.

METHOD

This study employs the Research and Development (R&D) method, referring to the development model by Borg & Gall (1983). The R&D method was chosen because this research aims to develop a product in the form of an Anchor-based podcast as a learning medium for English pronunciation. The stages of the R&D research include needs analysis, product development, expert validation, limited trials, product revision, field testing, and product finalization.

The R&D research design in this study was modified into seven main stages to optimize time and resources. These stages include: (1) needs analysis to identify students' problems and needs, (2) product development planning, (3) prototype creation of an Anchor-based podcast, (4) expert validation to evaluate product quality, (5) product revision based on expert feedback, (6) limited trials with a small group of students, and (7) final revision to refine the product before widespread implementation.

Through this R&D approach, the study is expected to produce an Anchor-based podcast that is not only engaging and easy to use but also effective in improving students' pronunciation skills. The findings of this research are anticipated to make a significant contribution to the development of innovative and adaptive English learning media in line with technological advancements.

The study was conducted at SMA Negeri 3 Kutacane, located on Jl. Raja Bintang, Desa Mbarung, Babussalam District, Southeast Aceh Regency. The research took place in January 2025. The subjects of the study were 31 eleventh-grade students, with research instruments including questionnaires, observation sheets, and expert validation sheets. A small-scale trial was conducted with 12 students, while a large-scale trial involved 31 students.

This study employed several data collection techniques to ensure that the obtained data was comprehensive and valid. First, observations were conducted to identify students' problems and needs in pronunciation learning. The researcher observed the classroom learning process, recorded students' difficulties in pronunciation, and assessed their responses to the teaching methods used. These observations utilized an observation sheet containing indicators related to pronunciation difficulties and the use of learning media. The data obtained from the observations served as the foundation for designing a podcast product that aligns with students' needs.

Furthermore, questionnaires were used to collect data on students' needs, difficulties, and interest in pronunciation learning. The questionnaires were distributed to both students and teachers, consisting of closed-ended questions (using a Likert scale) and open-ended questions (essay-type questions). The data from these questionnaires helped the researcher understand students' and teachers' perceptions of pronunciation learning as well as their interest in using podcasts as a learning medium. In addition, interviews were conducted with teachers and several students to gain in-depth insights into their challenges and expectations in pronunciation learning. These interviews followed a structured interview guide containing key questions related to teaching and learning pronunciation experiences.

To assess students' pronunciation skills, this study employed a pronunciation test conducted before (pretest) and after (posttest) the use of the podcast. The test included the pronunciation of words, phrases, or sentences in English and was evaluated using a scoring rubric covering aspects such as clarity, intonation, and fluency. Data from these tests were used to assess the effectiveness of the podcast in

improving students' pronunciation skills. Additionally, expert validation was conducted to evaluate the quality of the podcast product in terms of content, media, and language. A subject matter expert (English teacher) assessed the podcast based on predetermined criteria, and their recommendations were used to refine the podcast prototype.

By employing various data collection techniques, this study is expected to generate accurate and comprehensive data to support the development of an Anchor-based podcast that is effective in improving high school students' pronunciation skills.

RESULTS AND DISCUSSIONS

This study aims to develop a podcast based on Anchor as an innovative learning medium to improve high school students' pronunciation skills. Based on the needs analysis, it was found that 85% of students had difficulty pronouncing English phonemes that do not exist in Indonesian, such as /θ/ (think) and /v/ (very). Observational results showed that conventional learning methods were perceived as monotonous, with only 10% of students feeling confident when speaking English in class. Interviews with teachers also revealed the limitations of time and resources for intensive pronunciation practice, thus requiring a learning medium that is flexible and easily accessible.

The podcast product was developed through an expert validation stage involving subject matter experts. The experts gave an average score of 4.5/5 for the content's alignment with the curriculum, audio quality, and ease of use of the Anchor platform. Product revisions were made based on expert feedback, such as adding transcripts to improve accessibility.

The results of a small-scale trial with 12 students showed a significant improvement in pronunciation skills: the average pretest score of 62.5 (on a scale of 0-100) increased to 78.9 on the posttest. Statistical analysis using a paired sample t-test ($\alpha = 0.05$) confirmed that this improvement was significant (calculated $t = 6.78 > t\text{-table} = 2.045$) with a Cohen's d effect size of 1.2, which is considered a large effect.

Next, a large-scale trial involving 31 students, including the 12 students who participated in the small-scale trial, was conducted. In this large-scale trial, the average pretest score of the students was 61.7, which then increased to 80.4 on the posttest. The results of the paired sample t-test analysis ($\alpha = 0.05$) for the large-scale trial showed that this improvement was also significant (calculated $t = 8.65 > t\text{-table} = 2.045$), with a Cohen's d effect size of 1.4, indicating a large effect.

Table 1. Pretest and Posttest

Test Scale	Pretest (Average)	Posttest (Average)	Effect Size (Cohen's d)	Analys
Small-Scale Trial (n=12)	62.5	78.9	1.2	Significant improvement with a large effect in the group of 12 students.

Large-Scale Trial (n=31)	61.7	80.4	1.4	Significant improvement with a large effect in the group of 31 students.
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From a qualitative perspective, 75% of students reported that the podcast helped them understand pronunciation patterns through contextual examples, such as daily conversations. However, 20% of students criticized the episode duration, which they felt was too long (15 minutes). Teachers also provided positive feedback, with 90% agreeing that the podcast could save time in material preparation. Observations indicated an increase in student participation in practicing pronunciation outside of school hours, facilitated by the easy access to the podcast via smartphones. Nevertheless, internet connectivity limitations in certain areas posed a barrier for 15% of students in downloading episodes.

Table 2. Research Summary

Research Aspect	Result	Analysis
Needs Analysis	<ul style="list-style-type: none"> 85% of students had difficulty pronouncing the /θ/ and /v/ phonemes. 10% of students felt confident speaking. 	The gap between student needs and conventional teaching methods.
Expert Validation	<ul style="list-style-type: none"> Subject matter expert: Score of 4.5/5 	The podcast is deemed suitable with the recommendation to add text transcripts.
Teacher Feedback	<ul style="list-style-type: none"> 90% of teachers agreed that the podcast saves time. Suggestion: Add interactive exercises. 	The podcast helps teachers in material preparation, but interactivity needs to be enhanced.
Student Feedback	<ul style="list-style-type: none"> 75% of students felt the podcast was helpful. 80% of students found the podcast engaging. 	The podcast is considered enjoyable and effective, but 20% of students criticized the episode duration (15 minutes) as too long.

The Anchor-based podcast has several advantages, including: (1) high effectiveness in improving pronunciation skills (Δ score = 26.2%), (2) low production cost due to the use of free Anchor features, and (3) wide accessibility through platforms such as Spotify and Google Podcasts. However, the product has limitations, such as dependence on internet connectivity, non-ideal episode duration, and its one-way nature (lack of interactivity). Additionally, the focus of the podcast is limited to

segmental features (phonemes) and does not yet delve into suprasegmental features (intonation, rhythm) in depth.

Theoretically, these findings reinforce the concept of Technology-Enhanced Language Learning (TELL) (Stockwell, 2013) by demonstrating that podcasts can be an effective medium for phonetic learning. This result aligns with Gilakjani's (2016) research, which states that repeated audio exposure enhances students' phonemic memory retention. Practically, the Anchor-based podcast provides a solution for teachers to overcome limitations in time and resources, while also meeting the digital learning needs of Generation Z. Educational institutions can adopt this model to develop cost-effective self-directed learning media.

This study has limitations, including: (1) the sample is limited to one school, (2) the trial duration was short (4 weeks), and (3) the focus was on segmental pronunciation aspects. For future research, it is recommended to: (1) expand the sample to include students of various proficiency levels, (2) explore the integration of interactive features such as audio quizzes, and (3) investigate the impact of podcasts on suprasegmental features and listening comprehension.

CONCLUSION

The Anchor-based podcast has been proven effective in improving high school students' pronunciation skills, with a significant score increase of 26.2%. This product is suitable as an alternative, cost-effective, and easily accessible learning medium, although it requires improvement in episode duration and interactivity. These findings not only contribute to the development of English language learning methods but also encourage the broader use of podcast technology in educational contexts.

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